

**Submission Template for the  
2015 OBTC Teaching Conference for Management Educators**

**1) Title of Proposal:**

Learning to Act for the Sake of Life on Earth

**2) Abstract:**

*Please include a brief session description (not to exceed 100 words). If your proposal is accepted, this description will be printed in the conference program.*

Interested in teaching Managing for Sustainability? This session is for you! Teaching MSUS is incredibly challenging because students must face brutal truths about our world before they can imagine how they might create / redesign and manage organizations in more sustainable ways. We'll discuss course design and pedagogy intended to create an active, brave, hopeful, resilient, learning community that promotes students and professors facing the world as it truly is, imagining ways to organize and manage that could make our world more sustainable, and developing the hope and personal capacity needed to act for the sake of life on earth.

### 3) Keywords:

*Use three or four keywords to describe your session.*

Managing for Sustainability; course design; hope

### 4) Format

- Activity or exercise
- Discussion roundtable (60 minute only)
- General discussion session

### 5) Time Requested:

- 30 Minutes
- 60 Minutes (*Roundtables must select 60 minutes*)
- 90 Minutes

### 6) Planning Details:

*Does your session have any special requirements for space or materials?*

I prefer a room where either the seating is movable or, if fixed, is arranged such that workshop participants can see each other's faces – in other words a room configuration that promotes discussion.

### 7) Learning Objectives or Goals for the Session:

*What are 2-4 specific learning outcomes that participants will get from your session?*

1. Participants will learn at least one approach (mine) to creating a Managing for Sustainability course designed to accomplish the following course learning goals:
  - Understand and face with intellectual and emotional honesty many current unsustainable social, environmental, and economic realities;
  - Critically analyze multiple different ways of organizing and managing to work for social and environmental justice, equality, and the promotion of human rights; and
  - Learn a mindset of active hope and skills for maintaining and living that mindset.

Ideally, participants will share their ideas about creating such courses, so will learn more than one approach to designing such a course.

2. Participants will learn about approaches to creating an active learning community in which both teachers and students deeply connect as authentic people.

## **8) Management or Teaching Topics:**

*Describe what management and/or teaching topics are relevant to your session, and why. Please include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.*

My session will focus on a discussion of designing and teaching courses in the emerging field of Managing for Sustainability. Teaching those courses is incredibly challenging because it requires students to face brutal truths about our world before they can begin to imagine how they might create / redesign and manage organizations in more sustainable ways. It is far too easy for students in such courses to either resist accepting many of the harsh realities of our unraveling world (and the opportunities and challenges that creates for organizing and managing sustainably) or to accept difficult truths but feel paralyzed by that acknowledgement. To teach effectively about Managing for Sustainability, I have found that it is imperative to create an active learning community in which both teachers and students deeply connect as authentic people – a community in which facts, ideas, emotions, and desires are all valued and explored.

My pedagogy for teaching the Management for Sustainability course profiled in my proposed session grows out of the following principles supported by empirical research on teaching and learning (Berson, et. al., 1998):

- i) Learning is done by individuals who are intrinsically tied to others as social beings, able to enhance learning through cooperation and sharing.
- ii) Learning is strongly affected by the educational climate in which it takes place (settings, understandings, influence of others, values...).
- iii) Learning is developmental, a cumulative process involving the whole person, relating past to present, new and old, starting with but transcending personal interests.
- iv) Learning is an active search for meaning by the learner; constructing knowledge; shaped by experience.
- v) Learning is enhanced by taking place in context of a compelling situation, balancing challenge and opportunity, allowing for contemplation and reflection.
- vi) Learning is fundamentally about making and maintaining connections (biologically and experientially).
- vii) Learning requires frequent feedback to be sustained, practice to be nourished, and opportunities to use what has been learned.
- viii) Learning involves the ability of the learner to monitor their own learning to develop strategies for learning, to be aware of their own ways of knowing.

## **9) Session Description and Plan:**

*What will you actually do in this session? What activities will you facilitate, how long will they take, and how will participants be involved? Reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can*

*reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session. Include a timeline for your session.*

I envision this workshop as a conversation among people who are interested in creating or improving Managing for Sustainability (MSUS) courses.

First 20 minutes: I will begin the workshop by asking others to share stories of their own experiences creating and teaching MSUS courses, with particular emphasis on the challenges they faced and the things that worked best for them (20 minutes).

Last 40 minutes: After the initial storytelling, I'll shift focus to the particular MSUS course that I designed and taught for the first time in Fall 2014 (syllabus attached). I'll share my syllabus with participants and discuss the pedagogy I used that aimed at creating an authentic, deeply engaged, hopeful learning community. In doing so, I will try to connect to as many of the issues that arose during the participants' storytelling as possible. I envision this segment of the session as a dialogue – not a monologue. I will work to promote discussion throughout the session.

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## **10) For Activities and Exercises:**

*Attach any materials needed to run the activity and debriefing questions. Evidence for effectiveness may also be included.*

I do not plan to facilitate activities during the session, but I will share my syllabus, which is attached at the end of this proposal.

## **11) Implications for Teaching or for Teachers:**

*What is the contribution of your session?*

My session will contribute to our understanding of how to design and teach courses about Managing for Sustainability in ways that promote an authentic learning community and inspire students to act for the sake of life on earth.

## **12) Application to Conference theme:**

How does your session fit with the overall OBTC theme of Learning in Community?

My session focuses on course design and pedagogy intended to create an active, brave, hopeful, resilient, learning community that promotes both students and professors facing the world as it truly is, imagining ways to organize and manage that just might make our world more sustainable, and developing the hope and personal capacity needed to act

for the sake of life on earth.

### **13) Unique Contribution to OBTC:**

*Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?*

This is new work; I developed and taught the course I will be discussing in Fall 2014. I have not presented this work elsewhere. This proposal is not under review elsewhere.

### **14) References and/or Additional Materials:**

Berson, J., Potter, D. L., Engelkemeyer, S., Terenzini, P. T., Oliaro, P. M., & Walker-Johnson, G. M. (1998). Powerful Partnerships: A Shared Responsibility for Learning. Joint Report of AAHE, ACPA & NASPA.

Attachment: Syllabus for MSUS 301: Managing for Sustainability II: Acting for the Sake of Life on Earth; Fall 2014. NOTE: I have crossed out identifying information on my syllabus to maintain the integrity of the review process.

## MSUS 301 – Managing for Sustainability II: Acting for the Sake of Life on Earth – Fall 2014

<b>Professor:</b>	XXXXXXXXXXXX
<b>Class Time:</b>	XXXXXXXXXXXX
<b>Class Location:</b>	XXXXXXXXXXXX
<b>Office:</b>	XXXXXXXXXXXX
<b>Office Phone:</b>	XXXXXXXXXXXX
<b>Cell Phone:</b>	XXXXXXXXXXXX
<b>E-Mail:</b>	XXXXXXXXXXXX
<b>Office Hours:</b>	XXXXXXXXXXXX or by appointment. Email me to set up an appointment. You also are welcome to stop by any time without an appointment; if the door is closed, KNOCK; I work with my door closed but I'm happy to meet with you if I am in.



Photo from *Active Hope*, p. 39.



### COURSE DESCRIPTION

In this course we will work to understand the brutality of our unraveling world and the opportunities and challenges that creates for organizing and managing sustainably and for living our lives as journeys full of hope, intention, and meaning. We will study many different organizational forms and ways of managing as we work to build our own theories /models of sustainable management and our personal capacity to organize and manage sustainably.

The course intends to build on and apply insights gained in MSUS 300 and MSUS elective courses to public, private, nonprofit, and community-based organizational and managerial action. We will apply a sustainability lens to organizational structures, strategies, processes and cultures, and will employ an overtly cross-sectoral approach to community development and change. We will

embrace a broad definition of sustainability that includes social, economic, environmental, technological, political, legal and ethical concerns. Finally, we will focus on what it takes to sustain ourselves in ways that strengthen and deepen our aliveness – our connection to the earth and each other.

A day-by-day schedule of assigned readings, viewings, and learning assessments is at the end of this syllabus and posted on our course's moodle page.

## **COURSE LEARNING GOALS**

- Understand and face with intellectual and emotional honesty many current unsustainable social, environmental, and economic realities;
- Critically analyze multiple different ways of organizing and managing to work for social and environmental justice, equality, and the promotion of human rights; and
- Learn a mindset of active hope and skills for maintaining and living that mindset.

## **REQUIRED READINGS**

1. Macy, J. & Johnstone, C. (2012). *Active Hope: How to Face the Mess We're in Without Going Crazy*. Novato, CA: New World Library. ISBN: 978-1-57731-972-6
2. Sassen, S. (2014). *Expulsions: Brutality and Complexity in the Global Economy*. Cambridge, MA: Harvard University Press. ISBN: 978-0-674-59922-2
3. Wirtenberg, J. (2014). *Building a Culture for Sustainability: People, Planet, and Profits in a New Green Economy*. Santa Barbara, CA: ABC-CLIO, LLC. ISBN: 978-1-4408-0376-5
4. Heymann, J. & Earle, A. (2010). *Raising the Global Floor: Dismantling the Myth that We Can't Afford Good Working Conditions for Everyone*. Stanford, CA: Stanford University Press. ISBN: 978-0-8047-6890-0
5. Heymann, J. (2010). *Profit at the Bottom of the Ladder: Creating Value by Investing in Your Workforce*. Boston: Harvard Business Press. ISBN: 978-1422123119
6. Yunus, M. (2011). *Building Social Business: The New Kind of Capitalism that Serves Humanity's Most Pressing Needs*. New York: Public Affairs. ISBN: 978-1586489564
7. Moodle Readings – articles, book chapters, etc. from a range of sources will be made available to you on the course Moodle site.

## **WHAT YOU CAN EXPECT FROM ME**

- To take a partnership approach to our learning.
- To show respect and consideration for you and myself.
- To behave ethically and in a trustworthy manner.
- To act as a facilitator and manager of our learning process.
- To open myself to new experiences and disparate perspectives.
- To be a fully involved and contributing member of our group.
- To be well prepared for all class sessions.
- To give you timely feedback on your work.
- To be available for consultation outside of class.
- To be open to change.

## MY EXPECTATIONS OF YOU

- To take ownership of your learning in this class.
- To treat each other with respect and to behave ethically during all aspects of the course. In class discussion and group work all students should feel comfortable offering insights – especially bold ones, sharing personal experiences and emotions, and asking questions. To make this happen, we must cultivate a culture of respect and support. We can disagree, even vehemently, but we must always listen respectfully to each other, offering our classmates the courtesy of our attention and interest. Respecting each other also involves acknowledging each other’s ideas and speaking directly to one another, rather than always directing comments to the professor. I encourage you to learn each other’s names and use them.
- To actively engage with an open mind in all aspects of the course (e.g., class discussions, in-class exercises, group work, presentations, writing assignments, reading assignments, etc.).
- To read ALL the assigned readings BEFORE class, to think deeply and critically about what you read, and to come prepared to discuss the readings. Many of the texts we will read during the semester are complex and require active – and even repeated – reading. Active reading might mean reading with a pencil, underlining important passages, making notes in the margins, taking notes on a separate sheet of paper or your computer, and/or composing summaries or reflections upon completion.
- To be present and on time for all classes. If you must miss class due to illness or conflict with other significant responsibilities, to advise me in advance so that we can negotiate appropriate accommodations. (See attendance policy in this syllabus for details.)
- To provide me with feedback about the course that will improve your ability to learn.
- To be open to change and intellectual risk-taking.

## XXXXXXXX UNIVERSITY EXPECTATIONS FOR STUDENT ACADEMIC ENGAGEMENT

Courses at XXXXXXXX that receive one unit of academic credit, as this course does, have a minimum expectation of 12 hours per week of student academic engagement, which includes both the hours of direct faculty instruction (or its equivalent) and the hours spent on out of class student work. Since this course involves three hours of class time each week, *you should expect to spend a minimum of nine hours per week outside of class doing course work*, including reading, writing, and group work. In other words, class attendance and engagement during class is only part of your role as a student in this course particularly and as a college student generally.

## LEARNING ASSESSMENTS

Your learning in this course will be facilitated, demonstrated, and evaluated in the following ways, with the relative weightings as indicated.

- |  |     |
|--|-----|
| • Class contribution                             | 25% |
| • Class Preparation Assignments (Class Preps)    | 25% |
| • Class Presentation Assignments (Presentations) | 25% |
| • Plan for Hope in Action = Final Exam           | 25% |



I'll provide detailed guidelines for each assignment on the course's Moodle site. **You are responsible for following all assignment guidelines and meeting deadlines and performance standards described therein. Guidelines are requirements, not suggestions!**

### 1) Class Contribution (25%)

In furtherance of the goals of developing critical reading and critical thinking skills, class discussion will play a large role in your learning in this course. Class discussion offers a forum for us to reflect, synthesize, question, and develop. The importance class discussion has in your learning necessitates your regular engagement.

All students are expected to participate actively in all classes. Since we are collaborating in a learning venture, it is imperative that we are all prepared for every class period by having read assigned readings / viewed assigned films and prepared written or oral assignments in advance. We will use much of our time together to discuss our interpretations and understandings of the course readings and films. Active participation can take the form of observations or questions. If you do not understand a reading, you should prepare some questions that you hope will help clarify the text for you and others; **in other words, confusion is not a reason to sit silent.**

In addition to participation in whole class discussion, you will sometimes have the opportunity to discuss / work in a small group. If you are uncomfortable speaking in front of the whole class, you should endeavor to be more active in these small groups; however, speaking up only in the small groups is not sufficient class contribution. Ideally, all of you will quickly grow comfortable voicing your understandings, ideas and questions, as you will be asked on occasion to lead discussion, and it is crucial that you put careful thought and preparation into these exercises.

In grading you on this criterion, I will be looking for clear evidence that you have regularly done the assigned readings / watched the films and are able to engage in meaningful discussions about them. My hope is that you will all engage in the following behaviors: listening closely to each other; speaking directly to one another rather than always directing comments to me; analyzing and synthesizing course material; theorizing on the basis of our readings, learning from other classes, and experience; voicing original ideas; clarifying points that others may have misunderstood; raising questions that need to be further explored; sharing relevant personal experiences; and respectfully challenging others' positions/interpretations with which you disagree.

Those students who are clearly engaged with the material, bring their insights and questions to the group, listen carefully and with interest to the discussion, and respond not only to the readings / films but also to the discussion are those most likely to earn A's. It is my hope that we will come together each class happy to see one another and excited to discuss class readings and viewings, and thus we will create an environment in which all of us participate actively and well. Let me know if there is more I can do to foster this environment, and please do all you can to contribute to the spirit of intellectual and friendly community.

## 2) Class Preparation Assignments (Class Preps) (25%)

Class preparation assignments are designed for you to think and write about the course readings and films *before* you come to class. In this course, learning takes place *outside* the classroom – through the readings, writing assignments, and group work – and *inside* the classroom – through small and large group discussions, presentations, class exercises, and in-class writing. Both types of learning – inside and outside – are equally important and writing will help bridge the two.

Class preps are intended to achieve the following goals: First, the act of reading and then writing about what you read is instrumental in learning; you will understand and retain more of what you read if you write about it. Second, these assignments allow me to give you feedback on your thinking about class readings, which should help you to better understand course material. Third, class discussions tend to be superficial and unintellectual if they are not grounded in at least a basic understanding of the readings. For us to have deep, engaging conversations in class everyone must have read and thought carefully about the topic prior to class. Fourth, some of the class prep assignments will require that you prepare to lead a part of the discussion so that we can share the reading load and teach each other what we read. All in all, these assignments will be instrumental to our having rich class discussions.

## 3) Class Presentation Assignments (Presentations) (25%)

Class presentation assignments are intended to encourage active, collaborative learning. The presentations will allow us to learn more than we could individually by sharing outside research with each other as well as occasionally dividing up the reading load with each person or small team digesting, interpreting, and presenting a portion of the reading to the whole class.

## 4) Plan for Hope in Action = Final Exam (25%)

Your final exam is to write a Plan for Hope in Action – a detailed plan for how to start or make more sustainable a specific organization intended to work for change on a specific social and/or environmental justice issue. All plans must explain:

- your organization’s mission, the social and /or environmental justice challenge that your organization’s mission will address, and why you have chosen to work for change in this area;
- your rationale for choosing the particular organizational form you have chosen;
- your organization’s strategy, structure, key processes, financial model, and plan for developing a sustainability culture; and
- a concise, thoughtful analysis of some of the big issues that the organization will have to address to operate sustainably.

Your plan should demonstrate that you have thought carefully and critically about course readings and discussions in its development. Your plan should demonstrate your ability to think through the complex issues we are confronting in class and to act on your learning.

## FORMAT FOR WRITTEN WORK

All written assignments (excluding writing that we do in class) must be typed, double-spaced, one-inch margins all around, in twelve-point Arial or Calibri font and include page numbers. All papers should have a title centered at the top of the first page. All papers should list your name, the assignment name (e.g. Class Prep #1), and the submission date (all in one line) in the paper's header (left justified). Papers submitted in hard copy should be printed double-sided whenever possible. Do NOT use title pages or report covers.

## LATE SUBMISSION POLICY

Assignments submitted late will incur a five-point grade reduction (out of a 100-point scale) for each day late. **If you have a legitimate reason for submitting an assignment late** (e.g., traveling for a sport or religious holiday, serious illness, death in the family), **you may negotiate an extension without penalty if you contact me in advance of the due date.**

## ATTENDANCE POLICY

We will do crucial work on making sense of your reading and moving beyond the readings in class; so it is very important to be in class every day, to be there on time, and to remain alert and engaged throughout. I realize that morning classes are difficult for some people; for this reason, I invite you to bring coffee, tea, water, and/or breakfast to class to keep you energized. Although ideally you would not miss a single class, I understand that you cannot always control the circumstances that affect your academic life. I expect you to make every reasonable effort to be present and on time for all classes. If you must miss class due to significant illness or conflict with other responsibilities (e.g. death in the family, religious holiday, or traveling for a sport – verified by a letter from your coach) you should advise me in advance so that we can negotiate appropriate accommodations. Excused absences will not affect your grade, but you should try hard to maintain your participation level despite personal circumstances. Unexcused absences will negatively affect your course contribution grade.

## XXXXXXXXX UNIVERSITY GRADING SCALE

Grades will be based on the following scale that is printed in the *XXXXXXXXX University Course Catalog*.

- A = Superior achievement
- B = High pass
- C = Pass
- D = Low Pass
- F = Fail

## ACADEMIC RESPONSIBILITY

“XXXXXXXXX students are responsible to the academic community for the preparation and presentation of work representing their own individual efforts. Acceptance of this responsibility is essential to the educational process and must be considered as an expression of mutual trust, the foundation upon which creative scholarship rests. Students are directed to use great care when preparing all written work and to acknowledge fully the source of all ideas and language

other than their own.” (XXXXXXXXX University Student Handbook 2014-1025, p. 34) **I fully support these principles, based on mutual trust, and will not hesitate to initiate the institutional process for violations of them. All potential plagiarism, cheating and other academic dishonesty will be referred to the Associate Dean's office and handled according to XXXXXXXXX University policy.**

**You are responsible for appropriately referencing all works cited or paraphrased in your writing, using the APA (American Psychological Association) standard.** As a general rule; whether you quote the exact words of other authors or write about their ideas, you must cite the sources both in the body of your paper (in abbreviated form) and in a reference page at the end of your work (in full form). In-text citations must include the author’s name, publication year, (and page number when quoting). Reference pages will require more detailed information; exact details depend on the type of source used. When you take notes on assigned class readings you should write down page numbers in your notes to avoid accidental plagiarism and to save yourself the trouble of flipping through a whole article or book to find a specific quote. When taking notes on readings not assigned for class (e.g. research sources), make sure that you write down ALL the citation information that you will need for both in-text citations and reference pages. If you have any doubt about whether or not you need to cite a source, err on the side of caution and cite it. If, at any time, you have questions about academic responsibility, please ask me.

Management is a highly collaborative field; individuals and organizations routinely work together to achieve results that could not be accomplished alone. Some of the assignments and classwork that you do for this course will be done collaboratively; other work will be done individually. In general, unless I specifically tell you that an assignment is collaborative, you should NOT collaborate on an assignment or share your work with your classmates prior to submitting it to me. Further, I urge that you NOT put your assignments in your public netSPACE folder, as it is a temptation to others to look at your work. **If you are ever in doubt about whether it is appropriate to collaborate on an assignment, ask!**

### **XXXXXXXXX UNIVERSITY HONOR CODE**

I expect you all to live up to the XXXXXXXXX University Honor Code.

*As a student and citizen of the XXXXXXXXX University community:*

1. *I will not lie, cheat or steal in my academic endeavors.*
2. *I will forthrightly oppose each and every instance of academic dishonesty.*
3. *I will let my conscience guide my decision to communicate directly with any person or persons I believe to have been dishonest in academic work.*
4. *I will let my conscience guide my decision on reporting breaches of academic integrity to the appropriate faculty or deans.*

### **PRIVACY POLICY**

You may not audio- or videotape any part of any class without my written permission. If I grant such written permission (e.g., for use by a student with a learning disability or serious injury that prevents taking notes in class), I will notify the class any time such audio- or videotaping occurs.

## ELECTRONIC DEVICE USE POLICY

You must turn the volume off on your cell phones / laptops / tablets and other electronic devices. You may use such electronic devices in class **ONLY** to type notes (NO audio or video recording without permission – see above), refer to course readings posted on moodle, and to conduct work on the internet relevant to in-class exercises.

## COURSE CALENDAR (*Subject to Change*)

The **readings and viewings** listed below are the required materials that you are to read / watch and the **assignments** are what you are to write / prepare to present **before class on the day listed**. All readings and viewings other than the required books and all assignment guidelines not fully explained in the syllabus are **posted on the course moodle page**. **Note that entries highlighted in yellow occur on days and / or times outside of our normal class meetings.**

Day	Date	Readings, Viewings, and Assignments
Thu	28-Aug	Topic: <b>Introduction to the course and to each other</b> Readings: Syllabus
Tue	2-Sep	Topic: <b>Active Hope</b> Reading: <i>Active Hope: How to Face the Mess We're in Without Going Crazy</i> : Intro & Chaps 1-3.
Thu	4-Sep	Topic: <b>The Great Unraveling I</b> Readings: 1) <i>Expulsions: Brutality and Complexity in the Global Economy</i> : Intro & Chap 1 2) Working for the Few: Political Capture and Economic Inequality 3) Changed Life of the Poor: Better Off, but Far Behind 4) Poverty Traps: Why the Poor Stay Poor 5) For the Love of Money 6) Blank is Beautiful: Three Decades of Erasing and Remaking the World Viewing: Tsotsi Assignment: Class Prep #1
Tue	9-Sep	Topic: <b>The Great Unraveling II</b> Reading: <i>Expulsions: Brutality and Complexity in the Global Economy</i> : Chaps 2-4 & Conclusion Assignment: Class Prep #2
Thu	11-Sep	Topic: <b>Honoring Our Pain for the World</b> Reading: <i>Active Hope: How to Face the Mess We're in Without Going Crazy</i> : Chapter 4 Assignment: Class Prep #3
Tue	16-Sep	Topic: <b>Seeing with New Eyes</b> Readings: 1) <i>Active Hope: How to Face the Mess We're in Without Going Crazy</i> : Chaps 5-8 2) Only Justice Can Stop A Curse 3) Three Kinds of Good Citizens 4) Martin Luther King Jr. – Prophet of Justice 5) Universal Declaration of Human Rights 6) Constitution of the Republic of South Africa No. 108 of 1996 Viewing: Rich Hill (The library was unable to purchase this video for our class use. You are encouraged, but not required, to view it on iTunes or some other streaming video source.) Assignment: Class Prep #4

Day	Date	Readings, Viewings, and Assignments
Thu	18-Sep	Topic: <b>Going Forth</b> Reading: <i>Active Hope: How to Face the Mess We're in Without Going Crazy</i> : Chaps 9-13
Tue	23-Sep	Topic: <b>What We Want to Change</b> Assignment: Presentation #1
Thu	25-Sep	Topic: <b>Sustainability as Strategy, Structure, Process, and Shared Value</b> Readings: 1) Thinking Straight About Sustainability 2) How do Corporations Embed Sustainability Across the Organization? 3) Improvisation as a Mindset for Organizational Analysis 4) Understanding the Concept of Care in Cross-Cultural Settings 5) The New Sustainability Narrative 6) Creating Shared Value 7) The Performance Frontier: Innovating for a Sustainable Strategy  <b>SPECIAL EVENING REQUIREMENT</b> Topic: <b>Stakeholder Management</b> 7-9 PM in XXXXXXXX Guest Speaker: <b>Ed Freeman</b>
Tues	30-Sep	Topic: <b>Global Corporations on the Forefront of Sustainable Management I</b> Reading: <i>Building a Culture for Sustainability: People, Planet, and Profits in a New Green Economy</i> : Foreword, Preface, and Chapters 1-6 Assignment: Presentation #2 (ALL outlines and visuals due. Five students present)  <b>SPECIAL EVENING REQUIREMENT</b> Topic: <b>The Movements of the '60s: A Legacy for Today</b> 7-9 PM in XXXXXXXX Guest Speaker: <b>Diane Nash</b>
Thu	2-Oct	Topic: <b>Global Corporations on the Forefront of Sustainable Management II</b> Readings: 1) <i>Building a Culture for Sustainability: People, Planet, and Profits in a New Green Economy</i> : Chapters 7-10 2) Let My People Go Surfing Assignment: Presentation #2 (Remaining students present)
Tues	7-Oct	Topic: <b>Working Conditions Around the World</b> Readings: 1) <i>Raising the Global Floor: Dismantling the Myth that We Can't Afford Good Working Conditions for Everyone</i> : pp. 1-160 2) Living Wage Policies and Big-Box Retail: How a Higher Wage Standard Would Impact Walmart Workers and Shoppers
Thu	9-Oct	Topic: <b>Creating Value by Investing In Your Workforce I</b> Readings: 1) <i>Profit at the Bottom of the Ladder: Creating Value by Investing in Your Workforce</i> : Introduction and Chapters 1-5 Assignment: Presentation #3 (ALL outlines and visuals due. Five students present)

Day	Date	Readings, Viewings, and Assignments
Thu	16-Oct	<p>Topic: <b>Creating Value by Investing In Your Workforce II</b></p> <p>Readings: 1) <i>Profit at the Bottom of the Ladder: Creating Value by Investing in Your Workforce:</i> Chapters 6-10</p> <p>Assignment: Presentation #3 (Remaining students present)</p>
Tue	21-Oct	<p>Topic: <b>Toward a Theory / Model for Creating a Sustainability Culture</b></p> <p>Readings: <i>Building a Culture for Sustainability: People, Planet, and Profits in a New Green Economy:</i> Chapter 11</p> <p>Assignment: Class Prep #5</p>
Thu	23-Oct	<p>Topic: <b>Social Entrepreneurship, NGOs, and NPOs</b></p> <p>Readings: 1) Defining Social Entrepreneurship  2) The Real Cost of Free  3) The Profit in Nonprofit  4) A New Type of Hybrid  5) For Love or Lucre  6) Zeroing in on Impact  7) Social Innovation and Resilience: How One Enhances the Other  8) Explore the Kickstarter Website. At a minimum read: “Seven things to Know about Kickstarter” <a href="https://www.kickstarter.com/hello?ref=footer">https://www.kickstarter.com/hello?ref=footer</a> and “Start a Project” pages <a href="https://www.kickstarter.com/learn?ref=what_is_kickstarter">https://www.kickstarter.com/learn?ref=what_is_kickstarter</a>.</p>
Tue	28-Oct	<p>Topic: <b>Social Business</b></p> <p>Readings: 1) <i>Building Social Business: The New Kind of Capitalism that Serves Humanity's Most Pressing Needs:</i> Entire book  2) Inside the Buy-One Give-One Model  3) Hopper Cricket Bars Kickstarter Campaign</p> <p>Viewing: Hopper Cricket Bars Background &amp; Hopper Bars Kickstarter Campaign videos</p> <p>Assignment: Class Prep #6</p>
Thu	30-Oct	<p>Topic: <b>Cross Sectoral Collaboration</b></p> <p>Readings: 1) Building Partnerships to Create Social and Economic Value at the Base of the Global Development Pyramid  2) Working Together for Global Change  3) Collective Impact  4) Turning Conflict into Cooperation  5) Partnerships for Learning: Managing Tensions in Nonprofit Organizations’ Alliances with Corporations  6) Catalytic Philanthropy</p> <p>Assignment: Class Prep #7</p>
Tue	4-Nov	<p>Topic: <b>Think Local, Act Local, Live Local</b></p> <p>Readings: 1) life inc Excerpts  2) Sourcing Locally for Impact  3) The Community Development Process</p> <p>Viewing: Purpose Built Communities-Full Overview</p> <p>Assignment: Class Prep #8</p>

Day	Date	Readings, Viewings, and Assignments
Thu	6-Nov	Topic: <b>Stories from People Working for Sustainability</b> Guest Speakers: To be Announced
Tue	11-Nov	Topic: <b>Cooperatives and Intentional Communities</b> Readings: 1) Cooperatives and the Sustainable Development Goals 2) Laboral Kutxa the Mondragon Bank and National Cooperative Bank NCB to Partner in Growing Domestic Worker-Owned Cooperatives 3) Enterprising Businesses Owned by their Employees 4) Intentional Communities in Rural Spaces Assignment: Presentation #4
Thu	13-Nov	Topic: <b>The Role of Restorative Justice in Creating Sustainable Societies</b> Readings: 1) Fundamental Concepts of Restorative Justice 2) No Future Without Forgiveness - Chapter 2 3) Ubuntu, the Truth and Reconciliation Commission, and South African National Identity 4) Excerpts from Country of My Skull 5) Truth Time for Corporate South Africa? 6) Things Change 7) Dark City 8) Country of Grief and Grace
Sun	16-Nov	<b>1-2:30 PM at XXXXXXXX</b> Film Showing: <b>Beyond Right and Wrong: Stories of Justice and Forgiveness</b>
Tue	18-Nov	Topic: <b>Organizing for a Sustainable World through Activism / Social Movements</b> Readings: 1) The Progressive Story of America 2) Student Activism has Dramatically Affected American Politics 3) Is Hashtag Activism Better than Doing Nothing? Or about the Same? 4) The Trouble with Social Media in Africa 5) The Activist's Handbook Excerpts Viewing: Have You Heard From Johannesburg? Apartheid and the Club of the West Assignment: Class Prep # 9
Thu	20-Nov	Topic: <b>The Role of the Arts in Social Movements</b> Readings: 1) ACTing UP Against AIDS: The (Very) Graphic Arts in a Moment of Crisis 2) The Poetical Is the Political: Feminist Poetry and the Poetics of Women's Rights Viewing: Amandla! A Revolution in Four-Part Harmony
Tue	25-Nov	Topic: <b>Contemporary Social / Environmental Movements</b> Assignment: Presentation #5
<b>Enjoy your Thanksgiving Vacation (Nov 26 –28)</b>		



Day	Date	Readings, Viewings, and Assignments
Tue	2-Dec	<p>Topic: <b>Institutional / Structural Racism &amp; The Blinders of False Memory</b></p> <p>Readings: 1) The Central Frames of Color-Blind Racism            2) The Problem with “Privilege”            3) What’s in a Name            4) Excerpt from Memoirs of a Born Free: Reflections on the Rainbow Nation            5) Riots in Ferguson, What They Mean</p> <p>Viewing: Tomlinson Hill            Assignment: Class Prep # 10</p>
Thu	4-Dec	<p>Topic: <b>Group Reflection on What We Have Learned, Future Plans, and Cautionary Tales</b></p> <p>Viewing: The Good Man</p>
Tue	9-Dec	<p>Topic: <b>Plan for Hope in Action Peer Editing Session</b></p> <p>Assignment: Bring four copies of your draft Plan for Hope in Action to class</p>
Date and time set by Registrar		<b>Plan for Hope in Action Due = Final Exam</b>